

## Future-oriented Curriculum Reform under the Background of "Internet +"

Xiangjun Zhang<sup>1,a,\*</sup>, and Ziheng Di<sup>2,b</sup>

<sup>1</sup>Business Management Branch, Jilin Business and Technology College, Changchun, 130061, P.R.China

<sup>2</sup>Safety Engineering, Xiangtan University, Xiangtan, 411105, P.R.China

<sup>a</sup>dx0303@163.com; <sup>b</sup>xiaodi19@163.com

\*Corresponding author

**Keywords:** Internet +, Course Resources, Teaching Mode, Curriculum Reform

**Abstract:** With the arrival of the information age, the global Internet technology revolution, education industry has also set off a profound change. The traditional curriculum education mode is facing both opportunities and challenges. Under the background of "Internet +", the combination of Internet and education and teaching has produced a new teaching model. The significance of this reform lies in that it has greatly aroused the enthusiasm of students to learn, and at the same time, it can also promote the improvement of school teachers' education and teaching level, playing a role of killing two birds with one stone. Under the background of "Internet +", the development of teaching course resources plays an important role in cultivating students' awareness and accomplishment. In classroom and extracurricular teaching, how to make more effective use of various curriculum resources, to achieve the common progress and development of schools, teachers and students has become the focus of attention. This paper USES literature review method, case analysis method and interdisciplinary research method to study the development and exploration of curriculum reform under the background of "Internet +", and tries to find out the subject, content, principle and strategy of curriculum resource development in the context of current social development and educational development. The research results of this paper show that the teaching of teaching courses must be timely followed up with the changes of times and technology and constantly reform, in order to effectively improve teaching results and cultivate more excellent talents in line with social requirements.

### 1. Introduction

With the advent of "Internet +" era, all walks of life are seeking to combine with the Internet. In the field of education, with the continuous promotion of the national new curriculum reform, more and more teachers have realized the necessity and urgency of curriculum resource development [1]. Especially in the course reform and development at various stages, how to combine with the current background of "Internet +" era to develop a teaching model that is suitable for both contemporary teachers and students has become an important subject of course reform [2]. There is no doubt that the "Internet +" background and education in different stages of the curriculum reform of combination, to find a suitable under the background of "Internet +" of the more popular of the curriculum resources, not only for the country's education reform is good, but also for other enterprises under the background of "Internet +" achievement also has the meaning of the reference [3].

The research on curriculum resources in domestic academic circles began more than ten years ago. Therefore, most of the early published research articles on curriculum resources focused on the concept of curriculum resources for extensive and in-depth discussion [4]. The classification of course resources is extremely diverse, and different experts and scholars have different definitions and classification of course resources, and the characteristics of course resources themselves are diverse, so the above understanding of course resources characteristics cannot reflect the whole picture of course resources characteristics [5]. The key is to have a deep understanding of the connotation and extension of curriculum resources, and on this basis, it may be helpful to the reform

and development of curriculum resources. In recent ten years, foreign scholars in the field of curriculum and teaching have combined the relationship between teachers, students and the society more closely [6]. In addition, with the continuous progress and popularization of science and technology, it is more beneficial for the development of new curriculum resources to make use of emerging technologies to help curriculum and teaching research. These research results on curriculum resource development in foreign countries have important enlightenment significance to relevant research on curriculum resource development in China [7]. The development of new curriculum resources under the background of "Internet +" is also a very important tool, which can be used for reference to the second language acquisition theory and comprehensible input hypothesis theory of American applied linguist Krashen [8]. Input hypothesis theory indicates that in order to achieve the ideal goal of teaching reform, it is necessary to develop and utilize a large number of image-thinking and lively English curriculum resources in line with the background of The Times, so as to make students more energetic in their learning life and bring good learning experience to students [9].

With the deepening of domestic and foreign researches on the development of new curriculum resources and the rapid development of science and technology, domestic and foreign researches have realized the use of Internet technology as a new tool to open and share educational resources and change people's inherent cognition of curriculum and curriculum resources in the past [10]. However, Internet technology is not only a tool to assist the development of new curriculum resources, "Internet +" is not just to move the curriculum to the network. Internet thinking is a new thinking mode, which is fundamentally different from the thinking mode of the industrial age. As a mode of thinking, it will profoundly affect the development and utilization of new curriculum resources. Integrating the development of new curriculum resources into the background of "Internet +" for research not only conforms to the development of The Times, but also is the innovation of this paper.

## **2. Research Ideas and Methods**

### **2.1 Research Ideas**

Through the analysis of the literature for the development of curriculum resources and the "Internet +" under the background of the new world view and knowledge view of cognition, trying to understand "Internet +" under the background of new curriculum resources development and theoretical basis, and on this basis, sorting out the business enterprise the main body of curriculum reform, principle, content and strategy, with case analysis, finally to show before the proposed development strategy under the background of "Internet +" era is feasible in this paper, the general situation of the research train of thought.

New curriculum reform requires us under the background of new era to know and understand the curriculum concept, change the subject standard and the knowledge standard of narrow understanding of the course, from the macro, multifaceted, multi-angle experience curriculum concept, so as to grasp the outline of the course, under the background of new curriculum reform to set up correct curriculum. In the new curriculum system of our country, the curriculum itself no longer refers to the carrier of knowledge, but can also become a process for teachers, students, parents and schools to acquire knowledge, select and create knowledge together.

### **2.2 Research Methods**

Based on the collection and collation of literature materials, this paper first analyzes and understands the status quo of research on teacher training courses, personalized teacher training courses, and online teacher training courses, and then reflects on the reform status of new courses under the background of "Internet +". Secondly, draw on the relevant research results and training evaluation theory to compile the questionnaire and interview outline, investigate the current course reform situation, and find the existing problems. Finally, it analyzes the theoretical basis, technical support, opportunities and challenges of new curriculum development under the background of "Internet +", and carries out targeted systematic construction of new curriculum contents and modes.

Specifically, this study mainly adopted by consulting related books, papers, policy documents and other materials, and with the aid of CNKI academic journals database, Springer database, retrieve electronic data such as super star digital library, then analyzes the collected literature and finishing, fully understand the relevant research results, to explore the value of the existing research and the insufficiency, in order to clarify the research direction of this study. Questionnaire survey method: draw on relevant research results and training evaluation theory to make a reasonable questionnaire. Based on the needs of this study, give questionnaires to selected teachers to understand their views on current curriculum reform. At the same time, in order to further reveal the deeper problems encountered in the current curriculum reform, this study selected the part of the training teachers, training organization management and participation of in-depth interviews and focus to collect their views on the future direction of the curriculum reform and the suggestion, with the development of curriculum reform in the future should be how have a comprehensive understanding, and increase the empirical research materials.

### 3. Experiments

#### 3.1 Experimental Data Sources

This study randomly selected 248 teachers from different regions who taught a variety of subjects. The selection of these research objects is mainly based on the factors of educational development level, economy, population and politics. The comprehensive consideration of these factors is conducive to the representativeness and typicality of experimental data.

#### 3.2 Experiment Implementation

In order to grasp the current situation and problems of future-oriented curriculum reform under the background of "Internet +" more comprehensively, based on the analysis of relevant literature, the author lists the outline of the questionnaire, divides the dimensions of the questionnaire and sets the questions based on the advantages of CIPP model and kirschner model. At the same time, I asked for Suggestions from tutors and front-line teachers. After repeated modification and improvement, the questionnaire on the status quo of teacher training courses was formed. The questionnaire consists of 27 questions, divided into two parts. The first part of the questionnaire is the basic information question, consisting of 6 questions, to understand the basic information of teachers' gender, age, educational background, teaching experience, professional title, school location, etc. The second part is the investigation on the current practice of teachers' participation in curriculum reform, including 21 questions, in order to understand the implementation of the new curriculum reform, teachers' feelings and evaluation of the new curriculum.

### 4. Discussion

#### 4.1 Intuitive Presentation of Data

Table 1. Basic information table of the respondents in the questionnaire

	Classification	Number of persons	Percentage (%)
Gender	Male	175	25.6
	Female	65	74.1
Age	20-30	66	28.1
	30-40	89	38.4
	40-50	75	33.8
	More than 50	4	2.25
Education background	Specialized subject	25	10.2
	Undergraduate course	206	85.2
	Master or above	2	0.8
School location	City	47	21.6
	The county	52	23.4
	Towns	86	37.5
	village	54	22.3

During the questionnaire survey, 250 questionnaires were distributed and 246 were recovered, among which 237 were effective, with an effective recovery rate of 94.8%. The experimental results were effective. The basic information of the questionnaire respondents is shown in table 1.

## 4.2 Analysis and Discussion

With the increasingly diversified development trend of future courses, the limitations of existing teaching courses are increasingly exposed. On the one hand, the limitation of large class teaching system makes it difficult for some teachers to get the opportunity to participate in training, which is not conducive to the improvement of the overall quality of teachers. On the other hand, there are still some problems in the content selection, space-time arrangement and management of the existing curriculum reform implementation plan. According to the survey of this study, 56.5% of the subjects think that experimental exploration affects their learning effect, 45.6% of the subjects think that the current curriculum setting is unreasonable or improper for them, and 40.1% of the respondents think that the existing curriculum innovation system is not conducive to their learning. In addition, 39.2% and 15.2% of the subjects believed that the implementation form and evaluation mechanism of the current future-oriented curriculum innovation reform affected the learning effect, respectively. The survey results of satisfaction degree of the current curriculum innovation exploration stage are shown in figure 1.

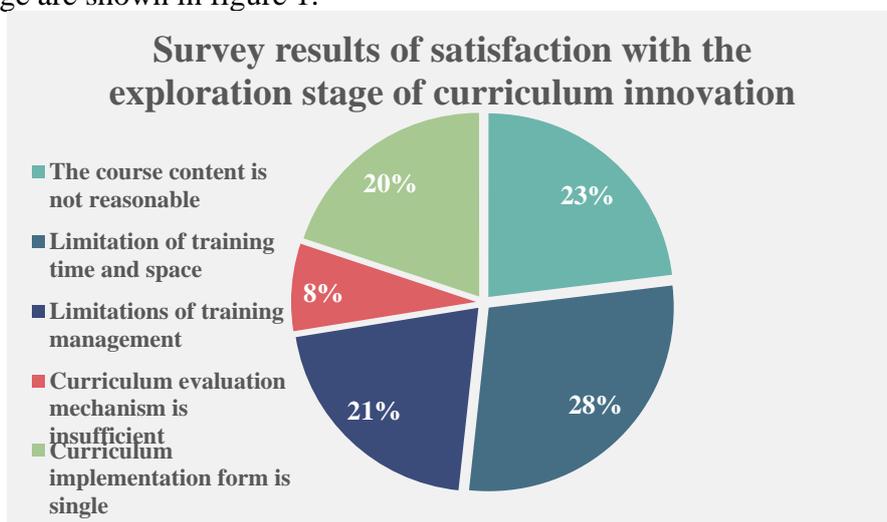


Figure 1. Survey results of satisfaction with current curriculum innovation exploration stage

To be specific, under the background of Internet +, which is oriented towards the future, the limitations of current curriculum reform in practice are mainly manifested as follows: first, the practical objects are less radiant; Second, the space-time of practice is limited. Third, the content of practice and the needs of the fit is still relatively low; Fourth, practice management is tending to external control.

## 4.3 Theoretical and Technical Support

### (1) Theoretical support

The idea that education should be directed towards the growth of each educational object has been deeply rooted in people's hearts. In teacher training, the participating teachers, as learners, also have their own unique needs and characteristics. Teaching students in accordance with their aptitude, based on individual differences of educational objects, advocates personalized learning, and strives to make every educational object get the education suitable for its own characteristics. Guide teachers to make curriculum innovation plans and plans according to their own characteristics, so as to improve the subject consciousness of teachers' participation and make them consciously participate in the process of curriculum reform.

### (2) Technical support

The cross-border integration of Internet and teaching curriculum reform can not only realize the

scale of attention in traditional teaching, but also realize the individuation of quality training, so as to solve the contradiction of centralized individuation and differentiated needs. Educational big data provides technical support for accurate understanding of students' individuality, so that teaching activities can be truly oriented to students' needs and enhance the relevance of The Times. The reform of cloud computing assisted teaching makes education practice ubiquitous and helps optimize the quality of education. Meanwhile, it also enables students to independently choose course time, course content and teaching method according to their own needs and hobbies.

## 5. Conclusions

Based on the definition of "Internet +" background and future-oriented curriculum reform, this paper discusses how to develop and innovate existing curriculum resources with the background of this era, so as to get a set of curriculum system more in line with the characteristics of the era.

This paper mainly discusses the subject, principle, content and strategy of the development of new curriculum resources for contemporary students under the background of "Internet +". It is hoped that this can help the cause of curriculum reform to achieve a more advanced sense of progress, and at the same time, provide some ways and methods conducive to the development of new curriculum resources for students' physical and mental development and social progress, so as to promote students to adapt to the development of "Internet +" era and make their own contributions to curriculum reform.

## References

- [1] Clewe O, Wicha S G, de Vogel C P. A model-informed preclinical approach for prediction of clinical pharmacodynamic interactions of anti-TB drug combinations[J]. *J Antimicrob Chemother*, 2017, 73(2):45-67.
- [2] Li D, Xin S, Chen N, et al. Space-based information service in Internet Plus Era[J]. *Science China (Information Sciences)*, 2017, 60(10):102-308.
- [3] Ma X. Influence Research on the Industrial Transformation and Upgrading Based on Internet Plus Strategy[J]. *Journal of Computational & Theoretical Nanoscience*, 2017, 14(9):4384-4390.
- [4] Karn N K, Zhang H, Feng J. User-perceived quality aware adaptive streaming of 3D multi-view video plus depth over the internet[J]. *Multimedia Tools & Applications*, 2018, 77(11):1-19.
- [5] Feng P, Yang W. Internet + Community Home Care: A New Model of Smart Home Care[J]. 2018:194-197.
- [6] NING Xiao-Hui, NIE Fei, YANG Ying. Reform of Graduate Course of Analytical Chemistry Majors: Taking Electronic Technology Course as an Example[J]. *University Chemistry*, 2017, 32(5):56-98.
- [7] Rosenbaum S. Now Welfare Reform, Of Course.[J]. *Milbank Quarterly*, 2018, 96(1):13-16.
- [8] Aotian P. Reform and Practice of the Teaching Content System Based on the Management Course System of PBL.[J]. *Eurasia Journal of Mathematics Science & Technology Education*, 2017, 13(6):12-23.
- [9] Xie F. Teaching Reform and Innovation Ability Training for Undergraduate in Closed-range Photogrammetry Course[J]. *Journal of Geomatics*, 2017, 42(1):119-122.
- [10] Wang S, Zhang Q, Cai X. Multiple Practice Teaching Reform of Product Mapping Course[J]. *Journal of Graphics*, 2017, 38(3):453-457.